Companion Document for School Designations

The purpose of the *System for School Success* is to help schools and districts measure their performance on key indicators, identify areas for improvement, and target resources and support for all students to receive an excellent education and be prepared for college or a career after high school.

This companion document describes the *System for School Success* and the data used to calculate school index values.

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Participation Rate

The participation rate is the percentage of full academic year (FAY) students in the tested grade levels that received a valid score on the statewide Alaska System of Academic Readiness (AK STAR) or Dynamic Learning Maps (DLM) summative assessments. Participation rate is calculated at the school level for English Language Arts (ELA) and Mathematics (Math). Participation rate is one component in the calculation for the academic achievement indicators and the Grade 3 ELA indicator.

The System for School Success accountability reporting differs from assessment reporting in that ELA and Math achievement is based only on eligible students attending the school for a full academic year (continuous enrollment from October 1st to the first day of the assessment window).

FAY: This field indicates the number of students who were considered full academic year (FAY) for the 2023-24 school year. FAY is defined as the number of students who were continuously enrolled in the tested grades (grades 3-9) on the first school day of October through the first day of the summative assessment window. This number may be different for ELA and Math.

Tested: This field indicates the number of FAY students who were tested in the content areas of ELA or Mathematics.

Rate: Participation rate is calculated by dividing the number of tested FAY students by the number of FAY students enrolled in the tested grades.

Meeting the 95% participation rate: If the school meets or exceeds 95% participation of FAY students, only the FAY students who were assessed are included in the calculation for the academic achievement and Grade 3 ELA indicator. The denominator used to calculate the academic achievement value is the actual number of students tested.

Not meeting the 95% participation rate: If the school does not meet the 95% participation rate of FAY students, the denominator used to calculate the indicator value for ELA, Math, and Grade 3 ELA is 95% of the FAY students eligible for testing in each content area rounding up to the next whole number.

Indicators

Academic Achievement

This indicator looks at the achievement level of students on the statewide AK STAR and DLM summative assessments in the content areas of English Language Arts (ELA) and Mathematics.

Value: If the school has a participation rate of 95% or greater, the academic achievement value is calculated by dividing the count of FAY students who were proficient or advanced in the content area by the number of FAY students who tested in the content area, then multiplying by 100.

If a school does not meet the participation rate of 95% or greater, the academic achievement value is calculated by dividing the total number of students who were either proficient or advanced by 95% of the total FAY students in the tested grades (not just those students who tested) and multiplying by 100.

Example: If a grade span had 237 students, 95% of 237 is 225.15 students. A school that had less than 95% participation would have its number of proficient or advanced students in the grade span divided by 226 to calculate the percent proficient.

80/20 Rule: If the value is less than or equal to 20, the reported value for the indicator will be 0. If the value is greater than or equal to 80, the reported value for the indicator will be 100. The 80/20 rule has been established to protect student privacy in Alaska's smaller schools. However, for the system to be fair to all schools, the suppression rule must be applied consistently to every school.

Minimum "n" Rule: A reported value of "n/a" indicates that there were less than 10 students represented in the denominator.

Weight for School: The system weight for ELA proficiency and Mathematics proficiency is 12.5% for each content area. If a school does not have at least ten students represented in an indicator, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators that do have values.

This field indicates the weight of this particular indicator in the school's total value. If one or more of the system's indicators do not meet the "minimum n" requirement of 10 students, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the "minimum n". A weight for school of "n/a" indicates that there were less than 10 eligible students represented in this indicator.

Points: Represents the points earned for this indicator towards the school's total value. This value is calculated by multiplying the value of the indicator by the weight for school. "n/a" indicates that there were less than 10 eligible students represented in this indicator.

Academic Growth

This indicator looks at student values on the statewide AKSTAR assessments in ELA and Mathematics over two consecutive years to see if there is improvement (growth). See *Appendix E for* a more detailed description of the school academic growth.

Weight: The system weight ELA and Mathematics academic growth is 20% for each content area. If a school does not have at least ten students represented in an indicator after aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

Value: This field indicates the number of FAY students that demonstrated growth based on the growth table divided by the total number of FAY students with two consecutive years of test scores, then multiplied by 100. The 95% participation rate rule does not apply to academic growth.

80/20 Rule: If the value is less than or equal to 20, the reported value for the indicator will be 0. If the value is greater than or equal to 80, the reported value for the indicator will be 100. The 80/20 rule has been established to protect student privacy in Alaska's smaller schools. However, for the system to be fair to all schools, the suppression rule must be applied consistently to every school.

Minimum "n" Rule: A reported value of "n/a" indicates that there were less than 10 students represented in this indicator.

Weight for School: This field indicates the weight of this particular indicator in the school's total value. If one or more of the system's indicators do not meet the "minimum n" requirement of 10 students even with aggregation, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the "minimum n". A weight of "n/a" indicates that there were less than 10 students even with aggregation represented in this indicator.

Points: Represents the points earned for this indicator towards the school's index value. This value is calculated by multiplying the value of the indicator by the weight for school.

English Learner Progress

This indicator demonstrates the percentage of English Learners that have met or exceeded their growth target. Growth targets are determined annually based on a student's performance on ACCESS for English Language Learners (ELLs) in the baseline year.

Value: This field is the percentage of EL students that have met or exceeded their growth target multiplied by 100.

80/20 Rule: If the value is less than or equal to 20, the reported value for the indicator will be 0. If the value is greater than or equal to 80, the reported value for the indicator will be 100. The 80/20 rule has

been established to protect student privacy in Alaska's smaller schools. However, for the system to be fair to all schools, the suppression rule must be applied consistently to every school.

***Minimum "n" Rule**:* A reported value of "n/a" indicates that there were less than 10 students represented in this indicator.

Weight for School: The system weight for Grades English Learner Progress is 12.5% . If a school does not have at least ten students represented in an indicator, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

This field indicates the weight of this particular indicator in the school's total value. If one or more of the system's indicators do not meet the "minimum n" requirement of 10 students, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the "minimum n". A weight of "n/a" indicates that there were less than 10 students represented in this indicator.

Points: Represents the points earned for this indicator towards the school's total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

School Quality/Student Success: Chronic Absenteeism

This indicator looks at the number of students that are not considered chronically absent. Chronic absenteeism is defined as missing at least 10% of the days in which a student was enrolled at the school. Only students that have been enrolled for at least one half of the total student days at that school are considered in the chronic absenteeism indicator. The chronic absenteeism indicator is not considered for correspondence schools and schools located in facilities where students are incarcerated.

Value: This field indicates the percentage of students enrolled for at least one half of the school term who did NOT meet the definition of chronically absent during the 2017-2018 school year, multiplied by 100. If 15% of the students in the grade span were chronically absent, the value would be 85.

80/20 Rule: The 80/20 rule does not apply to attendance data.

***Minimum "n" Rule**:* A reported value of "n/a" indicates that there were less than 10 students

represented in this indicator. If the school is a correspondence school or a school located in facilities where students are incarcerated, the reported value for chronic absenteeism is also "n/a".

Weight for School: The system weight for chronic absenteeism is 10% . If a school does not have at least ten students represented in an indicator after aggregation, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

This field indicates the weight of this particular indicator in the school's total value. If one or more of the system's indicators do not meet the "minimum n" requirement of 10 students, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the "minimum n".

Points: Represents the points earned for this indicator towards the school's total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

Other Academic indicator / School Quality/Student Success: Grade 3 ELA

This indicator looks at the number of Grade 3 students who were either proficient or advanced on the AK STAR or DLM ELA summative assessment. Grade 3 ELA proficiency is calculated by dividing the number of Grade 3 FAY students at the proficient or advanced achievement level on the AK STAR ELA summative assessment by the total number of FAY Grade 3 students that tested.

If the school has a participation rate of less than 95%, the Grade 3 ELA value is calculated by dividing the count of 3rd grade students who were either proficient or advanced by 95% of the FAY 3rd grade students, then multiplying by 100.

Value: This field is the percentage of FAY Grade 3 students who were proficient or advanced on the ELA assessment in 2018 multiplied by 100.

80/20 Rule: If the value is less than or equal to 20, the reported value for the indicator will be 0. If the value is greater than or equal to 80, the reported value for the indicator will be 100. The 80/20 rule has been established to protect student privacy in Alaska's smaller schools. However, for the system to be fair to all schools, the suppression rule must be applied consistently to every school.

Minimum "n" Rule: A reported value of "n/a" indicates that there were less than 10 students represented in this indicator.

Weight for School: The system weight for Grade 3 ELA proficiency is 2.5% . If a school does not have at least ten students represented in an indicator, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

This field indicates the weight of this particular indicator in the school's total value. If one or more of the system's indicators do not meet the "minimum n" requirement of 10 students, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the "minimum n". A weight for school of 0% indicates that there were less than 10 students represented in this indicator.

Points: Represents the points earned for this indicator towards the school's total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

Graduation Rate: Four Year

This indicator looks at the cohort of students who graduated from high school within four years of enrolling as ninth graders. The four-year graduation rate is calculated by dividing the number of students who graduated in four years or less by the total number of students in the four-year cohort.

Value: Calculated by dividing the number of graduates in the four-year cohort group by the number of students in the four-year cohort group, then multiplying by 100.

80/20 Rule: The 80/20 rule does not apply to the four-year graduation rate.

Minimum "n" Rule: A reported value of "n/a" indicates that there were less than 10 students represented in this indicator.

Weight for School: The system weight for four-year graduation rate is 7.5% . If a school does not have at least ten students represented in an indicator, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

This field indicates the weight of this particular indicator in the school's total value. If one or more of the system's indicators do not meet the "minimum n" requirement of 10 students, the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the "minimum n". A weight for school of "n/a" indicates that there are less than 10 students represented in this indicator.

Points: Represents the points earned for this indicator towards the school's total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

Graduation Rate: Five Year

This indicator looks at the cohort of students who graduated from high school within five years of enrolling in ninth grade**.** The five-year graduation rate is calculated by dividing the number of students who graduated in five years or less by the total number of students in the five-year cohort.

Value: Calculated by dividing the number of graduates in the five-year cohort group by the number of students in the five-year cohort group, then multiplying by 100.

80/20 Rule: The 80/20 rule does not apply to the five-year graduation rate.

Minimum "n" Rule: A reported value of "n/a" indicates that there were less than 10 students represented in this indicator.

Weight for School: The system weight for five-year graduation rate is 2.5% . If a school does not have at least ten students represented in an indicator, then there is no value for that indicator and the weighting is proportionally redistributed to the other indicators.

This field indicates the weight of this particular indicator in the school's total value. If one or more of the system's indicators do not meet the "minimum n" requirement of 10 students , the system weight for that indicator is proportionally redistributed to the remaining indicators that meet the "minimum n". A weight for school of "n/a" indicates that there are less than 10 students represented in this indicator.

Points: Represents the points earned for this indicator towards the school's total value. This value is calculated by multiplying the value of the indicator by the weight for the school.

Overall School Index Value Calculations

Points: Represents the total points earned.

Weighted: Represents the weighted value of the total points earned.

Overall School Index Value: The weighted total is the overall school index value.

Student Group Performance

The Student Group Index Value is used to identify inequities within a school. The Student Group Index Value will trigger a school designation of Additional Targeted Support and Improvement (ATSI) if the student group index value falls below the ATSI– Performance Threshold. The ATSI–Performance Threshold is the greatest index value of the lowest 5% of Title I schools identified as needing Comprehensive Support and Intervention (CSI). For the 2025-26 System for School Success, the ATSI–Performance Threshold is 8.22.

A Student Group Index Value is calculated for the following student groups: African American, Alaska Native/American Indian, Asian/Pacific Islander, Caucasian, Hispanic, Two or more races, Students with Disabilities, English Learners, and Economically Disadvantaged.

As with the Overall School Index Value, the Student Group Index Value is the sum of the student group's performance points in each indicator with the appropriate weight applied.

To receive a Student Group Index Value, a student group must have values in at least two indicators. One of these indicators must be one of the following: academic achievement in ELA or Mathematics, 3rd grade ELA , four-year or five-year graduation rate, or English Learner progress.

Individual indicators for the student group can only be calculated if there are data from ten or more students. If there was not sufficient data to calculate an index value, "n/a" will appear in the cell.

Appendix A: System for School Success Indicator Weights

Table A1: Accountability Indicator Weights

Achievement	
English Language Arts	12.5
Math	12.5
Growth	
English Language Arts	20
Math	20
Graduation rate	
4-year	7.5
5-year	2.5
English learner progress	12.5
Chronic absenteeism	10.0
Grade 3 English Language Arts	2.5
Total	**100**

Appendix B: Acronyms and Symbols

Table B1: Acronyms

Acronym	Term
ACCESS	Assessing Comprehension and Communication in English State-to-State
AK STAR	Alaska System of Academic Readiness
CSI	Comprehensive Support and Improvement
DLM	Dynamic Learning Maps (Alaska Alternate Assessments)
ELA	English Language Arts
ELLs	English Language Learners
FAY	Full Academic Year
TSI	Targeted Support and Improvement
ATSI	Additional Targeted Support and Improvement

Table B2: Symbols

Symbol	Explanation
1	Full Academic Year (FAY) is defined as continuous enrollment from October 1 to the first day of the assessment window and represents the number of students in the grade span that were enrolled in the school for a Full Academic Year.
2	If the participation rate is less than 95%, the denominator used to calculate percent proficient will reflect 95% of the school's full academic year (FAY) students for the content area and grade span.
3	If a school has a student group index value equal to or less than the TSI Student Group Performance Threshold, the school is designated as a Targeted School and Improvement (TSI) School for that student group.
n/a	Not applicable. Even with aggregation, this data field did not meet the minimum n requirement of at least 10 students. Therefore, the value, weight for school, points, and the total could not be included.
^	Fewer than five students tested; data suppressed to maintain confidentiality.

Appendix C: System of School Success Support Levels

Alaska has established four levels of support for its schools: comprehensive, targeted, additional targeted and universal.

Comprehensive: A school will be designated as a school in need of Comprehensive Support and Improvement (CSI) for one or more of the following reasons:

1. **Lowest 5%:** A Title I school with an overall index value in the lowest five percent of all Title I schools is designated as CSI. These schools are identified for three years. After three years, these schools are eligible to exit their CSI designation if the school no longer meets the CSI (Lowest 5%) entrance criteria and the Overall School Index Value has increased from when the school was designated.

2. **More Rigorous Interventions**: A school receives a designation of Comprehensive Support and Improvement – More Rigorous Interventions if, after three years of designation as CSI 5%, schools do not show marked improvement by way of meeting the exit criteria, they will be put under More Rigorous Interventions per the state (CSI-MRI).

3. **Graduation Rate:** A school serving twelfth grade that has a four-year graduation rate equal to or less than 66.67% is designated for Comprehensive Support and Improvement (CSI). These schools are identified for at least one year. The next year when schools are designated, these schools can exit their CSI (Graduation Rate) designation if the school has achieved a four-year cohort graduation rate greater than 66.67%.

Additional Targeted: A Title I school is designated for Additional Targeted Support and Improvement (ATSI) if one or more of the school's student groups has an index value that is equal to or less than the annually determined Lowest 5% Performance Threshold. The 5% Performance Threshold is determined by the highest value within the range of the school index values of the lowest 5% of all Title I schools.

A school is designated as ATSI for at least one year and may exit the ATSI designation for the student group by having the student group index value improve from the time of designation and by no longer meeting the ATSI entrance criteria for the student group. A school that is designated as ATSI for three consecutive years for the same student group will be designated as Comprehensive Support – Targeted Support and Improvement (CSI-TSI).

Comprehensive-Targeted: A Title I school is designated as Comprehensive Support – Targeted Support and Improvement (CSI-TSI) if at least one of the school's student groups, excluding 'all students' group, has annual index values that are equal to or less than the annually determined 5% Performance Threshold for three consecutive accountability years.

Targeted: A school is designated for Targeted Support and Improvement (TSI) if one or more of the school's student groups has an index value that is equal to or less than the annually determined Lowest 10% Performance Threshold. The 10% Performance Threshold is determined by the highest value within the range of the school index values of the lowest 10% of all Title I schools.

A school is designated as TSI for at least one year and may exit the TSI designation for the student group by having the student group index value improve from the time of designation and by no longer meeting the TSI entrance criteria for the student group.

Universal: A school is designated for Universal Support if the school performed above the criteria to be designated for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI). A universal support

designation means that the ten student groups of a school did not have index values that fell within the range of the lowest 5% of Title I schools. The designation also means that the school's graduation rate exceeded 66.67%.